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ABSTRACT

This annotated bibliography lists 100 entries of selected educational materials published in Pakistan during the period January through March 1975. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. The materials are organized into 32 categories: adult education; childhood education; curriculum; development of education; educational goals; educational planning; educational reforms; elementary and secondary education; examinations; extracurricular activities; health education; higher education; history of education; teaching of languages; libraries; literacy; literature for children; medical education; philosophy of education; professional education; psychology; sociology; special education; students' problems; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; general education-related materials; and a special section on administration, organization, and financing of education. An index to the authors represented in this bibliography concludes the document. (ND)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. IX No. 1

TT 75-53354/01

SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

IN PAKISTAN

Vol. 9 No.1, 1975

Period Covered

January – March 1975

Compiled for the Office of Education, U.S.Department of Health, Education and Welfare, and the National Science Foundation, Washington,D.C. by Mrs.Geti Saad.

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ADULT EDUCATION

1. BHATTI, Abdul Ghafoor. Ta'aleem-e-Balighan (Adult Education)-- Mashriq (Karachi) February 19, 1975 (U).

More than eighty per cent of our population lives in villages, and 95 per cent of the villagers are illiterate. Now that the present government has taken up the task of providing educational facilities to all children, more attention needs to be paid to educate the adults and reduce the percentage of illiteracy in the country. Experienced and able teachers should be posted in all the centers opened for adult education. Seminars and discussions should be held in the villages for the benefit of the adults. These seminars and discussions should also be held in regional languages to create interest among the villagers for reading and writing. Subjects for these discussions and seminars should be picked from their daily life. A few centers for adults education have already been opened in villages, but their number is too small to bring down the percentage of illiteracy in any foreseeable future.

2. MIRZA, Tufail. Ta'aleem-e-Balighan Ki Afadiyat (Utility of Adult Education) --- Hurriyat (Karachi) February 2, 1975 (U).

If we give thought to the experience gained in India from 1935 to 1940 in connection with adult education, we find that only in five years thirty million adult illiterates were given elementary education. The program launched during the course of these five years played a significant role in achieving the desired objectives.

The program was based on the following recommendations: 1) Visual charts should be prepared and pasted on walls of different villages. These charts would rouse the curiosity of the villagers. After two months the teachers could teach them elementary grammer with the help of those charts. 2) In the second stage, the villagers should be taught words mentioned in the charts. The number of words should not exceed 120. 3) In the third stage, they should be taught how to frame sentences with those words. 4) In the fourth stage, they should be taught how to write simple language and read newspapers and magazines. 5) A library should be established in the building where adult education classes are held. 6) Bookshop should also be set up where the adults could purchase books. This program, if implemented in right earnest, will help create such interest in our illiterate adults.

CHILDHOOD EDUCATION

3. MEER, Mohammed Rafiq. Mustaqbil Kay Rehbar (Future Leaders) --- In: Qaumi Ta'aleem 1973-74, 48-51, Karachi, Government College of Education. 1974(U).

The lap of the mother is the first school of the child, her talk and deeds its first lessons. The early period in the life of the child is its most formative period. Proper training at this stage makes a child a good future citizen. Any carelessness in its proper upbringing at this stage will jeopradize its chances of success in future.

A child is very sensitive and impressionable, and requires careful handling. Continuous harsh treatment and lack of encouragement and appreciation leave ever lasting adverse effects on the development of its personality. Efforts should be made to awaken the latent qualities of the child. Many guidelines are presented for the proper training of the child in order to help him grow as a useful member of the society.

CURRICULUM

4. AHMED, Zaheer. Intermejiat Ka Mujawwiza Nisab (Proposed Intermediate Syllabus) --- Imroz (Lahore) March 9, 1975 (U).

It is understood that in the proposed syllabus special emphasis will be laid on the teaching of Pakistan ideology, agricultural and technical education will be integrated, the students will read common subjects till Intermediate Classes, and will have the option at later stages either to take up engineering, and medical subjects or arts. No doubt the new syllabus is reasonable and acceptable in all respects, but, after all, the purpose of education would be served only when made purposeful and meaningful at all stages.

Education should not be treated only as a means of increasing the percentage of literacy in the country. It should aim at awakening the mental capabilities of the students. Thus, the proposal to teach science along with other subjects in Intermediate classes will be welcomed in all quarters. It is hoped that the new syllabus, which will be prepared in the light of expert opinion, will help fulfil our ideological and material needs.

5. BEG, Chazala. Nisab ki Tabdili (Change in Syllabus) --- Akhbar-e-Khwateen (Karachi) February 15-21, 1975 (U).

When it was announced that education upto Matric would be free, the poor class of the population heaved a sigh of relief, but the yearly syllabus soon ended the joy of both the poor students and their parents. The simple reason is that they cannot afford to purchase new books for their children every year. To add to their burden, books have become more costly. If this situation continues for any length of time, most of the parents who cannot afford to spend a large chunk of their income on this item would be forced to withdraw their wards from schools.

6. SHAKEEL, Sarwari. Nisab Aur Tadween-e-Nisab (Curriculum and Curriculum Framing) --- In: Qaumi Ta'aleem, 88-89. Karachi, Government College of Education. 1974 (U).

Curriculum is no more confined merely to certain subjects of study which are taught in schools. Today curriculum includes all the factors that affect the personality of the student both within the school and outside. It is the overall development of the personality of the child which is the main object underlying the framing of curriculum. From the earliest times curriculum has remained the mirror of a society and a means for the fulfilment of its needs. Every society has its own demands in the field of education, and the curriculum of the society should reflect these special demands.

In Pakistan, curriculum framing is very unsatisfactory. Practising teachers are seldom consulted on the matter of curriculum planning. In fact, it is the teachers who know the actual problems of curriculum and are the best guides for the preparation of an effective curriculum.

7. SOOFI, Siddiq. Taveel Nisab (Lengthy Syllabus) --- Hurriyat (Karachi) January 12, 1975 (U).

The existing syllabus of every class is too lengthy to be completed in the prescribed time and too sketchy to fulfil the demands of modern education. Our educationists should keep in view the curricular and extra curricular activities of the students while preparing the syllabi. It is the duty of the authorities to review the present syllabi and amend them where necessary. Only thus, the decline in education can be stopped. The following points should also be kept in mind while making the amendments; 1) At the end of every lesson, some special questions should be included to be answered by the students. 2) At the end of the

book, the meaning of difficult words should be given.
3) Summary of every lesson should be given at the end of every lesson.

DEVELOPMENT OF EDUCATION

8. Bureau of Education. Statistics since 1960-61 --- In: Educational Statistics for Punjab for 1972-73, 52-55. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau covers educational statistics of the Punjab province of Pakistan.

There are four tables showing: 1) number, enrolment, and teaching staff of primary schools; 2) number, enrolment, and teaching staff of middle schools; 3) number, enrolment, and teaching staff of high schools; and 4) number, enrolment, and teaching staff of intermediate and degree colleges. The statistics in all the tables are provided by year, and separate information is given for boys and girls.

9. Bureau of Education. Summary of Statistics --- In: Educational Statistics for Punjab for 1972-73, 4-8. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau gives a general summary of the educatioal statics in the Punjab province of Pakistan.

There are five tables in the chapter showing: 1) statistics on schools for boys by nature of control; 2) statistics on schools for girls by nature of control; 3) number of male teachers in schools by professional qualifications; 4) number of female teachers in schools by professional qualifications; and 5) statistics on colleges by nature of control. First, second, and fifth tables give information by division, and third and fourth tables give breakup by district.

EDUCATION GOALS

10. CHOHAN, Michael M.R. The Universal Purpose of Education --- Daily News (Karachi) February 25, 1975.

No educational system, however, advanced and efficient it may be, can serve any useful purpose if it lacks direction.

Education is undoubtedly universal in many respects. But in the context of national needs and aspirations its universality has to be restricted to definite goals. The following fundamental considerations should be noted in this connection. 1) Our system of education must have a definite bias towards God-consciousness and morality. 2) The sentiments of loyalty and partiotism must be emphasized at all levels of education with the ultimate object of creating the "sense of sacrifice" among the taught. 3) National history of Pakistan must be a compulsory subject from the Middle School to the Graduate level in all departments of studies. 4) There must be an "intensified agro-bias" in our education at least up to higher secondary level. 5) Aptitude Test should be compulsory for admission to the Intermediate level for Science, Arts, Commerce, Home Economics etc. 7) Students possessing creative talent and inventive genius should be given all possible encouragement and assistance to pursue research work and inventive projects.

11. HASAN, Mughisul. Ta'aleem Mein Ikhlaq Ki Ahmiyat (Importance of Morality in Education) --- Nawai Waqt (Lahore) February 17, 1975 (U).

There is no denying that good conduct is the pre-requisite for good education. If the system of education in our country continues as it is today for a few more years, the day is not far off when our national life would come to an end. The reason for the decline in conduct is little or no education. Of course, some efforts were made to educate the nation during the last twenty-seven years, but purposeful and meaningful education was never provided. Different governments announced education reforms at different times and published booklets, produced reports, and pledged to increase the percentage of literacy as early as possible. But careful examination makes it clear that this percentage remains the same.

The conduct of students could not be improved because the system of education in our country is outdated. What is needed is to change the present syllabus, improve the system of examination, and give increasing importance to our national language in the scheme of education.

EDUCATION PLANNING

12. KHAN, Kifayatullah. Educational Council --- Dawn (Karachi) January 25, 1975.

The establishment of National Educational Council is a step in the right direction. It will, among other things, recommend

suitable changes and improvements in the educational policy. It is suggested that in the eight standing committees, one eminent educationist each be invariably included. By eminent educationist is meant one who holds the cause of education as dear as his own life and has considerable field experience.

The curriculum Committee should see to it that in any future planning and formulation of policies, the ideological aspect of Pakistan is never lost sight of. Every scheme concieved or implemented should fit in squarely with this as is the case in all other ideological states. The conspicuous absence of ideological education from our syllabi has given rise to many contradictions in our national life. Our educational policy should aim at producing young men who are imbued with the spirit of Pakistan ideology. Thus it follows that the Council should insure that the teachers first believe in this ideology.

EDUCATION REFORMS

13. GARIVAL, Sher Mohammed. Hamara Nizam-e-Ta'aleem (Our Education System) --- Nawai Waqt (Lahore) March 1, 1975 (U).

We can make no progress in the field of education unless some basic changes are made in the present system of education. The system in Britain and America is radically different from ours. They have a system, in which attention is concentrated only on one subject for each student, and special emphasis is laid on his mental development. Tutorial group and semester system are prevalent in schools and colleges. Their system of examination is also different from ours. There, the students neither memorize their lessons nor copy down answers in the examination hall.

Library plays a vital part in the promotion of knowledge. All colleges and the universities have well-equipped libraries of their own. Students are provided every possible facility to make the best use of libraries. In our country we pay no attention to the importance of library.

Student-teacher relationship in our schools, colleges, and universities simply does not exist. The absence of this relationship is the root cause of the spread of vulgarism in our educational institutions. If we really want to improve the standard of our institutions, we should learn from the institutions of the developed countries and reform the working of our institutions.

14. KHAN, Abdul Qadir. Hamara Nizam-e-Ta'aleem (Our Education System) --- Nawai Waqt (Lahore) March 18, 1975 (U).

The student community is one of the most important parts of the educational system. The following are some of the causes of the present unrest among the students in the country: 1) There is a general feeling of apprehension and insecurity in every section of our society, and being the most susceptible class, the student community seems to be more restive and rebellious. 2) The students are apprehensive of their future which seems to hold no prospect of suitable employment for them. 3) The present system of education, which is the legacy of the colonial period, has nothing to do with our traditions and social values. It does not serve as a vehicle of thought for a Pakistani student. 4) The system has become so flippant that no student takes education seriously.

ELEMENTARY AND SECONDARY EDUCATION

15. Bureau of Education. Directory of Middle Schools in Punjab 1973-74 --- Lahore, The Bureau of Education. 26th March, 1975.

The directory of the middle schools of the Punjab compiled by the Bureau is meant for educationists, planners, research scholars, and interested individuals and agencies. It provides a list of middle schools by division and district.

The directory provides information about 598 schools of Rawalpindi division, out of which 430 schools are for boys and 168 for girls. Similarly in Sargodha the directory lists 670 schools out of which 483 schools are meant for boys and 187 for girls. In Lahore division the number of schools is 681, 420 for boys and 261 for girls. There are 605 schools in Multan division, 450 for boys and 155 for girls. The number of schools in Bahawalpur division is 322 out of which 232 are meant for boys and 90 for girls.

16. Bureau of Education. Grade-Wise and Level-Wise Students in Schools --- In: Educational Statistics for Punjab for 1972-73, 24-26. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau covers the information about students by grade and level in schools in the Punjab province of Pakistan.

There are three tables showing: 1) number of boys by grade in schools; 2) number of girls by grade in schools; and 3) number of students by level of school education. All the three tables

provide statistical information by district and on the basis of primary level and secondary level. In the third table the information is further classified under the headings of boys and girls and on the basis of primary schools, middle schools, and high schools.

17. Bureau of Education. High Schools (At Tehsil Level) --- In: Educational Statistics for Punjab for 1972-73, 19-23. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau covers the data about high schools at Tehsil Level in the Punjab province of Pakistan.

There are five tables showing: 1) statistics on high schools in Rawalpindi Division; 2) statistics on high schools in Sargodha Division; 3) statistics on high schools in Lahore Division; 4) statistics on high schools in Multan Division; and 5) statistics on high schools in Bahawalpur Division. Each table provides information by district and gives data about the number of schools, enrolment, and teaching staff. The information is further classified for urban and rural areas and for boys and girls.

18. Bureau of Education. Middle Schools (At Tehsil Level) --- In: Educational Statistics for Punjab for 1972-73, 14-18. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau covers the data on middle schools at Tehsil level in the Punjab province of Pakistan.

There are five tables showing: 1) statistics on middle schools in Rawalpindi Division; 2) statistics on middle schools in Sargodha Division; 3) statistics on middle schools in Lahore Division; 4) statistics on middle schools in Multan Division; and 5) statistics on middle schools in Bahawalpur Division. Each table provides information by district and gives data about the number of schools, enrolment, and teaching staff. The information is further classified for urban and rural areas and for boys and girls.

19. Bureau of Education. Primary Schools (At Tehsil Level) --- In: Educational Statistics for Punjab for 1972-73, 9-13. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau covers the data on primary schools as Tehsil level in the Punjab province of

Pakistan.

There are five tables showing: 1) statistics on primary schools in Rawalpindi Division; 2) statistics on primary schools in Sargodha Division; 3) statistics on primary schools in Lahore Division; 4) statistics on primary schools in Multan Division; and 5) statistics on primary schools in Bahawalpur Division. Each table provides information by district and gives data about the number of schools, enrolment, and teaching staff. The information is further classified for urban and rural areas and for boys and girls.

EXAMINATIONS

20. AHMAD, Aziz. Postponment of Examinations --- Khybar Mail (Peshawar). March 7, 1975.

It has now become almost a tradition that every year examinations are postponed for one reason or another. During the last three years no examinations, particularly for Intermediate classes, were held on dates initially announced. The postponment of examinations always affects the plan of study of a student.

The Intermediate examination for the last year was to be held on May 11, 1974. It was, however, postponed because of the strike of the teachers. Two weeks later the new date for the examination was announced as 11th June, 1974. As the strike continued, the examination was again postponed for an indefinite period. The students were very much disappointed at this postponment, and when the examination did take after a month on the 16th of July, the results were poor indeed. The postponment of examinations seems to have become the order of the day.

21. BASHIR, Nasreen. Punjab Mein Semister Sistam (Semester System in Punjab) --- Akhbar-e-Khwateen (Karachi) January 18-24, 1975 (U).

Semester system is the best system of education and it has already been introduced at the University level by the Government of Sind. This system provides the best test of the intelligence of a student. Unfortunately, however, the students in the Punjab are still waiting for the introduction of this system. The prevailing system of examination here, tempts if not compels, the students to use unfair means. All that they have to do is to just memorize a few answers from the guess papers or notes and reproduce them in the examination hall. There is no chance of playing such trick in the semester system. The Government of the

Punjab should introduce this system as early as possible for the benefit of the students and their education.

22. Bureau of Education. Examinations --- In: Educational Statistics for Punjab for 1972-73, 48-51. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau covers information about the examinations of different educational standards of the Punjab province of Pakistan.

There are four tables showing: 1) matriculation, intermediate, graduate, and post-graduate examinations during 1972-1973; 2) result of intermediate examinations by subject; 3) professional examinations; and 4) examinations of technical education. The first table provides information under the heads examinations, university/board, period, number of boys appearing and passing and number of girls appearing and passing. The second table gives information about subjects, location of boards, boys appearing and passing and girls appearing and passing. In the third table the information relates to the examinations held by the Punjab university, Agriculture university, Engineering university, and Education department. The fourth table gives details of examinations of three-year course, two-year course, and one-year course.

23. HASHMI, Khalid Mahmood. Hamara Imtehani Nizam (Our System of Examination) --- Musawat (Lahore) March 16, 1975 (U).

The present system of examination puts a premium on memory and cheating. The students who get through the examinations in this way can hardly be expected to become responsible citizens of the state.

Our system of examination, as of course any other system, can be divided into two stages, viz., theoritical and practical. At the theoritical level it is the test of memory, and at the practical level it is a vain exercise. The unfortunate aspect of the situation is that question papers are made known to the students before the examination; cheating is openly done in the examination halls, and most of the invigilators actively or passively help the examinees in this activity. Demands for awarding grace marks and for the postponment of examinations are also some of the tricks the students usually play.

24. OMAI, Mohammed. Semester System is Showing its Merits --- Morning News (Karachi). February 1, 1975.

The Semester System, has brought about a lot of changes in the

attitude and behavior of the students. Shortage of teaching staff has largely been felt both by the students and the management. Test after test and assignment after assignment have kept both the teachers and the taught busy all the time.

The university library has faced the avalanche of students. The extensive use of the library throughout the two Semesters is itself an index to the devotion of the student to studies. In spite of the addition of a number of books to the library, the paucity of the stock is severe.

The Semester System is the democratization of the educational system, and perhaps the best way of diverting attention of the students toward studies and preventing them from joining petty and parochial politics. This has been checked to some extent by diverting their attention toward studies. What is required now is to satisfy the intellectual appetite of the students by providing adequate curricular facilities and supplementary literature.

25. QAMAR, A. Wadud. Plight of the Private Examinees --- Khybar Mail (Peshawar). March 9, 1975.

It appears that the Peshawar Board of Intermediate and Secondary Examination is quite oblivious of the hardships faced by its "Private Examinees". The private examinees who fail in the examinations of the Board are not supplied with the blank admission forms. They have to obtain these forms from the Board's office through personal contact or by post, within a week (this time within four days) after the announcement of the dates of the next examination. The result is that most of the examinees have to pay the penalty for late payment of fees for no fault of theirs. It is, therefore, hoped that the Controller of Examinations of the Board would look into the matter and do the needful to alleviate the distress of private examinees.

26. QAYYUM, Khwaja Abdul. Moujuda Imtehani Nizam (Present Examination System) --- Imroz (Lahore) February 22, 1975 (U).

The present system of examinations in medical colleges is defective. Tests are held, but they have no relation to the requirements of examinations. The book of Anatomy consists of sixteen hundred pages which the students are to study for full two years. But in the examination the paper on Anatomy has to be solved only in three hours. It is strange that a student is required to answer questions based on a book of sixteen hundred pages only in three hours? This system is preposterous and unjust to the students. The purpose of examination should be to

judge the merit of every student as shown by his regular work and the results of previous tests.

27. SIDDIQI, Ali Ausat. Imtehanaat (Examinations) --- In: Ta'aleemi Tanzeem, 101-118. Karachi, Maktabae Faridi. 1975 (U).

Examinations are conducted to judge the receptibility of knowledge imparted in schools. Examinations thus indicate how much the student has acquired in the school and how much the teacher has given to the student. In spite of its various shortcomings, we cannot do away with the examination system.

The subject of examination is discussed in some detail under the headings: 1) historical development of examination; 2) meaning and form of examination; 3) merits of examination; 4) limitations of examination; 5) essay type test and its merits and limitations; 6) objective test and its merits and limitations.

It is said that there is no perfect system of examination. What we should do is to avoid the shortcommings of both essay type and objective tests and use a mixture of both types.

EXTRA-CURRICULAR ACTIVITIES

28. SIDDIQI, Ali Ausat. Nisabi Aur Ham-Nisabi Program (Curricular and Co-Curricular Program) --- In: Ta'aleemi Tanzeem, 71-83. Karachi, Maktabae Faridi. 1975 (U).

Today education is not confined to the four walls of the school. Co-curricular activities are as important as curricular activities for a healthy development of the personality of the student.

The objects of co-curricular activities include: 1) meeting the requirements of adolescence; 2) social training of the young; 3) shaping of the character of the student; 4) discovering his individual interests; and 5) organizing purposeful use of his leisure.

There is a brief discussion on how to organize and regulate curricular activities. It is also pointed out that there should be a balance between the curricular and the co-curricular activities. At the end various co-curricular activities are mentioned, which are divided into four categories; 1) literary activities; 2) dramatic activities; 3) games and athletics; and 4) hobbies.

HEALTH EDUCATION

29. MALIK, Bashir A. School Health Service --- Pakistan Times (Lahore) March 1, 1975.

In schools, students meet various health hazards because of their free mixing with one another. Communicable diseases contracted at home can be easily transmitted to classmates. On the other hand schools offer unique opportunities for applying mass measures of prevention and cure of diseases.

The functioning of a health service in schools depends on health professionals associated with the school. The role of the teacher is equally important. The school health program should include periodical physical examination and health education programs. School health service has become an accepted principle of health cover for this age-group of the population all over the world. In Pakistan, however, the concept of school health service is non-existent although the investment on such a service is modest and the dividend in terms of healthy children is immense.

The following suggestions regarding school health services are offered for consideration: 1) Every school in the country must have at least one part-time medical man to provide health cover to the students. 2) Special health card must be maintained for each student who should be periodically subjected to medical test. 3) All children must be given basic preventive vaccinations and inoculations. 4) Pure water supply on school premises should be insured.

30. SABIR, Mohammed. Ta'aleem-e-Jismani Aur Shakhsiyat Ki Ta'ameer (Physical Education and Personality Build Up) --- In: Qaumi Ta'aleem, 107-108. Karachi, Government College of Education. 1974(U).

Today education means over-all development of the personality of the child, which includes both mental and physical growth. Physical education plays an important part in the overall development of the child's personality.

A child naturally takes keen interest in playing. Physical education provides opportunities for the play and greatly helps in the formation of his character. The qualities of leadership, observance of rules and regulations, balancing of rights and duties, etc., are developed on the play-grounds. It is an established fact that organized games reduce delinquency in children. Games are not only the best of leisure time, but also the training ground for social life.

31. SIDDIQI, Ali Ausat. Ta'aleem-e-Sehet (Health Education)-- In:Ta'aleemi Tanzeem 215-240. Karachi, Maktabae Faridi. 1975 (U).

The importance of health in human life cannot be overemphasized. A healthy man is a blessing for himself and for the people around him. Health is useful and necessary both individually and collectively. Many institutions play their part in making man healthy, but schools have better chances of success in this field. Here children come at an early age, which is a formative phase both for physical attainment and mental growth. Proper attention at this stage will pave the way for better health in future. A school which does not give attention to the health of its students in guilty of neglecting its duties.

Some measures have been suggested for maintaining and improving the health of the students. Common physical defects and remedial measures are mentioned. There is also a brief discussion of common infectious diseases and their prevention.

HIGHER EDUCATION

32. Bureau of Education. Colleges - Intermediate and Degree (At Tehsil Level) --- In: Educational Statistics for Punjab for 1972-73, 27-33. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau covers the data about intermediate and degree colleges at Tehsil level in the Punjab province of Pakistan.

There are eight tables showing: 1) statistics on colleges in Rawalpindi Division; 2) statistics on colleges in Sargodha Division; 3) statistics on colleges in Lahore Division; 4) statistics on colleges in Multan Division; 5) enrolment of students by grades and subjects in colleges 6) admission in 1st year and 3rd year; and 7) teaching staff by qualifications. The information on colleges is given by district and tehsil.

33. Bureau of Education. Universities --- In: Educational Statistics for Punjab for 1972-73, 36-39. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau covers the information about universities in the Punjab province of Pakistan.

There are five tables showing: 1) statistics on post-graduate classes of arts subjects of the Punjab university; 2) statistics

on postgraduate classes of science subjects of the Punjab university; 3) teaching staff of the Punjab university; 4) statistics on agricultural university; and 5) statistics on engineering university. The first two tables provide by subject information about admission and enrolment of students. The third table gives by status information about arts and science teachers. The fourth table is sub-divided into three tables giving information about admission and enrolment at graduate level, admission and enrolment at post-graduate level, and number of teaching staff. Similarly, the fifth table is further divided into four tables giving information about admission in 1st year, enrolment up to graduate level, admission and enrolment of post-graduates, and number of teaching staff.

34. Gomal University --- Pakistan Times (Lahore) January 1, 1975.

The Gomal University is introducing the term system of examinations after the pattern of the British University with slight modifications. It is beyond dispute that one examination after two years of study is a very defective system of evaluation of the student's talent. Moreover, it encourages slackness in students as well as teachers. The students start their preparation just a few months before the examination. Even so, there is always a wide choice in the question papers, and the students conveniently resort to selective studies. To make the matters worse, this system leaves the door open to many evil practices in and outside the examination hall. This makes success in the examination a matter of luck. Hence a general dissatisfaction against this system of examination.

Some of our universities adopted the American Semester System of examinations. As social conditions in Pakistan are different from those in U.S.A., this system would hardly improve the matters. So, the Gomal University authorities have chosen to adopt the terms system and to hold six terminal examinations in two years, with external examiners playing the decisive role. Thus, both the teachers and the taught shall have to remain alert all the time.

35. HASHMI, Ali Ashar. Universities' Role in Development --- Pakistan Times (Lahore) March 16, 1975.

A significant number of students are now coming to universities with greater social consciousness and deeper commitment to put their learning into practice. This situation poses big challenges to the teaching profession. A teacher with the knowledge of 1940 cannot do justice to the present generation, unless he has kept up with the increasing pace of development in the field of knowledge.

In developing countries where there are limited resources for the availability of fresh knowledge, there is an urgent need of some vigorous feed-back mechanism to keep the teachers abreast of the latest information. As matters stand at present, most universities either have a fixed curriculum or teach largely outdated subject matter. In the changing world the universities will have to add another dimension to their activity. This new dimension, which has been named "the Scholarship of Synthesis" by the Canadian Association of Universities directs a scientist to apply his intellectual powers to reorganize and systematize a broad range of knowledge. The Pakistan Science Foundation could play a key role in the entire setup. It could be assigned the responsibility of collecting information from all the agencies doing synthetic work and serve as a vehicle for the transfer of knowledge at the inter-organizational level.

HISTORY OF EDUCATION

36. HUDA, Amirul. Undulus Mein Madrasey Aur Darul Uloom (Schools and Educational Institutions in Undulus) --- In: Qaumi Ta'aleem, 76-77, Karachi, Government College of Education. 1974 (U).

Of all nations, Muslims played the greatest part in the development of knowledge and learning. They considered the acquisition and propagation of knowledge as a sacred duty. It is briefly shown how the Muslims patronized knowledge and learning in the early period of Islamic history.

The fall of Ummayyid dynasty forced some of its Sardars headed by Abdur Rehman to take refuge in Spain. Abdur Rehman founded the Ummayyid rule in Spain, and with this rule began the development of knowledge and learning in that land. The writer briefly discusses the various aspects of educational development during the new regime. In those days Spain is said to have become the seat of learning for the whole of Europe and students from all over the continent flocked to the universities of Spain for acquiring knowledge.

LANGUAGES, TEACHING OF

37. HASAN, Mughisul. Bamaqsad Ta'aleem (Purposeful Education) --- Nawai Waqt (Lahore) February 18, 1975 (U).

A great number of missionary schools are operating in our country. The schools operating in big cities have English as the medium

of instruction, and those operating in villages have Urdu or the regional languages as the medium. The main object of these institutions is to introduce Western civilization and propagate christianity among our students. A particular class of our society sends its wards to such institutions and takes pride in doing so. It is strange that, barring a few, these institutions are not nationalized. The members of the affluent society send their wards to these institutions with only one end in view, that is, their wards would learn English and easily get through the competitive examinations held by the government. The students of these schools do better in the examinations because oral and written examinations are conducted in English. It is high time English was replaced by Urdu in all such institutions.

38. KHAN, Abdul Qadir. Ingrezi Aur Hamara Nizam-e-Ta'aleem (English and our Educational System) --- Nawai Waqt (Lahore) March 18, 1975 (U).

English has become a great problem for our students. Even after spending nine years (from Class VI to B.A.) in schools and colleges, majority of our students fail to express themselves in this language. Two factors are worth noting in this connection: 1) The teaching of a foreign language has to be deeply coordinated with the personality and mental capacity of a student. A foreign language can be learnt satisfactorily only when a student is well-versed in his own mother tongue. 2) The teaching of a language is a full-time job, which the present system fails to provide. If the education authorities think that English cannot be jettisoned immediately, the following arrangements should be made: a) English should be dropped as compulsory or optional subject and replaced with the subject of "Islam and Islamic Ideology" up to the B.A. class. b) Arrangements should be made to teach English after Matriculation through the "Direct Method" instead of the present orthodox way.

LIBRARIES

39. SAGGU, Abdul Qayyum. Liberarian Aur Farogh-e-Kutub (Libraries and Development of Books) --- Kitab (Lahore) 4(9): 33-34. January 1975 (U).

With the advance of knowledge and learning, the importance of books and libraries is constantly increasing. It is gratifying to note that the present government is seriously considering the establishment of a network of libraries throughout the country. Some concrete steps have also been taken in this direction.

At present there are public libraries, trade libraries, special

libraries and school and college libraries in Pakistan. The article briefly discusses the present position and the nature and problems of these various types of libraries. It is suggested at the end that with the promotion of libraries the status of librarians should also be raised. Mobile libraries are also recommended.

LITERACY

40. HANIF, Shaikh M. Literacy Through Libraries --- The New Times (Rawalpindi) January 22, 1975.

As a young and developing country, Pakistan has widespread illiteracy. At present, there are about 40 million, illiterates which figure increases by about a million every year as the population increases. The rate is higher in rural areas, particularly among women.

A massive literacy program is proposed to be started in every town and village. Literacy centers will be established in schools, factories, firms, union council halls and other community centers. Extensive use will be made of new educational technology and non-conventional methods such as films, records, TV, radio, libraries, exhibitions, seminars, demonstrations, charts, models, posters and pictures. A People's Public Library will have one hundred books to begin with. Librarians shall also be trained in adult-education and assigned the duties to run the literacy centers.

LITERATURE FOR CHILDREN

41. HAMID, A. Bachchon Ka Adab (Literature for Children) --- Kitab (Lahore) 9(6): 39-40. March, 1975 (U).

Childhood memories are the sweetest. The author who writes for children recreates his lost childhood. An author cannot create impressive children's literature if he does not love his childhood. We have before us the example of Hans Anderson who produced remarkable stories for children. Anyone who keeps his childhood alive can write really charming things for children.

A child has a very impressionable mind, and so the writer of children's literature should be very careful while writing for them. A few sentences written carelessly can have a very adverse effect on the simplicity and innocence of the children. The writer who writes for children should put himself in their place if he wants his writing to be interesting to the children. Some

guidelines are provided for wholesome writing for children.

MEDICAL EDUCATION

42. ABDULLAH, Nabila. Medical Admission --- Pakistan Times (Lahore) February 24, 1975.

There have been persistent demands that admissions to medical colleges should be made strictly on the basis of merit. But the latest decision of the Government provides for admissions against reserved seats. However, additional 114 seats, have been provided in the various medical colleges in the Punjab. Out of these, 60 seats would go to boys and 40 to girls. Merit alone would be the basis of selection for this quota. But of the remaining 14 seats, 12 have been earmarked for doctors' children, and 2 seats have been allocated to candidates belonging to de-excluded areas of Dera Ghazi Khan district. As a result of this decision, doctors' children would now get 24 seats as against 12 in the past. The total number of reserved seats would thus rise from 183 to 197.

The favor shown to doctors seems to be uncalled for. The Government is now starting a two-year medical assistants course. This is clearly an attempt to lure first divisioner candidates who, on completion of the course, would be sandwitched between dispensers and doctors. Because of the unattractive prospects, few parents would prefer to send their children for this course.

43. ALI, Syed Mujahid. Medikal Kalijon Mein Dakhley Ki Nai Polisee (New Admission Policy of Medical Colleges) --- Jang (Karachi) February 21, 1975 (U).

It is obvious from the new policy of admission to medical colleges that after the admission of all the first and second division students of the rural areas some of the seats that would be left over will not be filled by the first divisioners of the urban areas. It is a fact that the number of students in urban areas is far higher than the number of students in rural areas.

In these circumstances, the best thing to do would be to fill the vacant seats with the first divisioners of the urban areas who could not be accommodated in the urban quota. This might ease the situation. Moreover, all the fifty seats reserved by the government should also go to the holders of first division in urban areas.

44. FRASER (Mrs.) Y. Quota in Medical Colleges --- Sun (Karachi) January 1, 1975.

Each year, Christians have been getting admission in medical colleges on the basis of the quota system fixed by the Government, and about 10 seats have been going to this community every year in the Punjab. However, during the current year the position has changed, and with the declaration of "Ahmadis" as a minority, the chances of admission for Christians have become slim, as almost all the seats reserved for minorities will go to the "Ahmadis". The Christian boys and girls seeking admission will not be able to compete with them. As the Constitution of Pakistan provides equal rights for all, the government is requested to reserve separate seats for Christians and other minorities in the Medical colleges. An immediate decision on this issue is necessary.

45. KAHN, Jamil Akbar. Ta'aleemi Islahaat Aur Medikal Kalijon Mein Dakhley Ki Polisee (Educational Reforms and Admission Policy of Medical Colleges) --- Hurriyat (Karachi) January 19, 1975 (U).

Although the government is spending a lot of money on medical education, the standard of education is falling continuously. The reason may be the dearth of staff and non-availability of practical instruments or the students might have lost interest in education. Seemingly, they are not taking advantage of the facilities provided by the government.

It is also observed that the number of female students in this profession is multiplying each year. There is one Medical College exclusively for the girls, and in addition to this female students are seeking admission in other colleges. The most painful aspect of the female education in our country is that most of the lady doctors bid farewel to their profession after their marriage. This is colossal loss indeed.

Another disturbing aspect of medical policy in our country is the division of seats between urban and rural students. This has created a lot of problems.

46. KHAN, Kamal Ahmed. Medikal Kalijon Mein Dakhley (Admissions in Medical Colleges) --- Hurriyat (Karachi) January 22, 1975 (U).

All the policies framed by the government about admission to medical colleges have so far proved unsuccessful. Every year the government takes its own time to frame a new policy and thus the students lose much of their valuable time. Since the

government is in the know of the situation, it is hoped that the government would announce its policy in time and avoid confusion.

Limited resources have been the greatest problem of our country. So, these resources should be used properly and with foresight. This applies to the medical education as well. The government should give more importance to the question of raising the standard and quality of education. The new medical policy need not be changed, because it satisfies every one. The seats in all medical colleges should be divided in a proper way and filled on the basis of merit, so that the deserving students are not denied admission. The quota system should be abolished because, this has already played havoc with the future of so many deserving students.

47. QURESHI, M. Azizul Bahr. Medikal Kalijon Mein Dakhley Ka Naya Meaar (New Standard of Admission in Medical Colleges) --- Akhbar-e-Khwateen (Karachi) February 15-21, 1975 (U).

The problem of admission to medical colleges has become acuter than ever. Every year, a good number of students fail to get admission to these institutions despite the fact that they pass the F.Sc. examination in good division. This is a great injustice to the students. Punjab, in terms of population, is the largest of the four provinces, but it has fewer medical colleges than Sind. Last year, only two new medical colleges were opened for a total strength of 762 students. As against this, medical colleges in Sind can cater to the needs of 1300 students. This is not all. Even second divisioners get admission in medical colleges of Sind. This situation can, however, be changed by transferring the administration of medical colleges of the whole country from the provincial government to the Federal Government.

48. RIZVI, Ali Akhtar. Medikal Kalijon Mein Talaba Ka Dakhla (Students' Admission in Medical Colleges) --- Mashriq (Karachi) March 23, 1975 (U).

Admissions to medical colleges in the country have always been a problem. The quota system has made matters more complicated. Thanks to this system a large number of meritorious and capable students fail to get admission to medical colleges. Moreover the admission of those students who have not secured good division, has pulled down the standard of medical education as a

whole. The present government no doubt attaches much importance to medical education and is endeavouring to set up more new institutions, but the enforcement of the quota system is only serving to keep out the students who have secured first division. There is a wide protest in the country against the quota system. The government should take note of this unrest and frame a realistic policy for admission to medical colleges.

49. SHAH, Muzaffar. Medical Education --- Pakistan Times (Lahore) February 28. 1975.

The suggestions recently made to the Government about the need for a strong para-medical corps to meet the health needs of the village population are realistic. But the corps members are supposed to work under the supervision of a qualified doctor. This seems to be the line of thinking of the Federal Government and the Pakistan Medical Association about the future National Health Policy. To suggest that 'medical assistant' should form another independent category of physicians is not right. It will not be long before these 'medical assistants' gravitate to join the ranks of quacks in cities and big towns and start practising as doctors. If, however, they continue to stay in service, they will in due course mobilize and use collective pressure for admission to medical colleges to upgrade their training.

Looking ahead, in about two or three years our country would be producing 3,500 doctors each year. Many countries in future may refuse to accept the insufficiently trained doctors we are trying to produce now. Under the circumstances, one can visualize a virulent glut in the market as far as the supply of doctors is concerned. It is high time we started building our future health scheme step by step on the right lines and try honestly to give the village population what is due to them.

50. KHAN, Malik Sher Mohammed. Ibne Khaldun Kay Ta'aleemi Nazariyaat (Education Ideas of Ibne Khaldun) --- In: Qaumi Ta'aleem, 74-75. Karachi, Government College of Education 1974 (U).

Ibne Khaldun considers education as the birth right of man, that cannot be denied. As such education should be based on the dictates and demands of nature. The aim of education, according to Ibne Khaldun, is to know the truth and for this purpose the five senses of man are not enough. The revelation from God that we get through his messangers helps us to know the truth.

Ibne Khaldun was not happy with the then prevalent system of education which took no note of the latent capabilities of the individual. He presented some revolutionary ideas in the field of education which are described in his famous Muqaddamah of the history of the world. His ideas took practical shape in the modern world. The wirter has briefly discussed his educational ideas.

51. KHAN, Zafar Husain. Imam Ghazali Kay Ta'aleemi Nazariyaat (Educational Thoughts of Imam Ghazali) --- In: Qaumi Ta'aleem, 68-73. Karachi, Government College of Education. 1974 (U).

Imam Ghazali is considered as one of the greatest educationists the Muslim world has even produced. He was a great philosopher and wrote about 80 books on different subjects of higher learning. He taught as a teacher for quite a long time and headed Madrassai Nizamia, the biggest educational institution of the time, for four years.

Like Rousseau, Imam Ghazali also centered his educational scheme around a fictional child. His philosophy of education is based on his personal experiences and is very similar to the philosophy of Plato. The writer discusses various features of his educational ideas under the headings: 1) aims of education; 2) syllabus of education; and 3) method of teaching. At the end reference is made to the contribution of Imam Ghazali as a psychologist.

PROFESSIONAL EDUCATION

52. Bureau of Education. Colleges (Professional) --- In: Educational Statistics for Punjab for 1972-73, 34-35. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau covers the data about professionalcolleges in the Punjab province of Pakistan.

The information provided in the table shows profession, name of institution, admission, enrolment by sex, and enrolment by grades and boarders. The professions include medicine, dentistry, animal husbandry, home economics, textile, fine arts, commerce, law, physical education, and teachers training. In the province there are four medical colleges, one dentistry college, one animal husbandry college, one college of home economics, one college of textile technology, one college of fine arts, three commerce colleges, three law colleges, two colleges of physical education, and four teachers training colleges.

PSYCHOLOGY

53. ASHRAF, K.M. Compulsory Sex Education --- The Star (Karachi) March 3, 1975.

To live in modern age, means to compromise with modern trends of life, because without accepting new trends of life, it is very difficult to keep pace with the marching times. It is, therefore, suggested that there should be compulsory sex education at secondary leve, as done in other developed countries. In this way, we would be able to create healthy behavior in our youth and a better society. We have to mould our life according to the modern needs. It is because of the absence of sex education that many ills have crept into our society. Let the authorities ponder over this important point and take immediate step to include the subject of sex in the curricula of secondary schools.

54. HAQ, Fayza. Complete Lack of Discipline Means Ultimate Failure --- Morning News (Karachi) February 15, 1975.

In order to develop self-reliance and initiative among the youth, the so-called liberal parents give a trifle too much

of a leeway as regards the hours of studies and sports. Even when the youth should play at school or be punished at college for misbehavior or cheating, some parents insist on believing that the vicissitudes of life are in themselves enough to toughen the young man and make him immune to the unpleasantness and discomfort that he might have to face in his career or scholarship abroad.

Modern parents feel that telling the teenager to play in the streets is the best way of insuring success for the youth. Pampering the youth with costly rewards for his school leaving certificate, intermediate results, or graduation is not a healthy thing for his future. In this way he will grow used to expect admiration and fussing from his seniors and collegues in the office. He will not be able to take the heavy dose of criticism which is inevitably his plight in any career.

55. SIDDIQUI, Ali Ausat. Bency Siman Paymaney Ki Tarmeem (Revision of the Binet-Simon Intelligence Scale) --- In: Qaumi Ta'aleem, 52-64. Government College of Education. 1974 (U).

The publication of the Binet-Simon Intelligence Scale roused great interest among psychologists. American educationists welcomed it and took special interest in this scale. A number of translations and revisions of the Simon-Binet Intelligence Scale were made according to the local needs and requirements. The chief among them were those made by Henry Goddard, Yerkes, Herring, Kuhlmann, Cyril Burt, Wilbelum Stern, Dr. H.C. Rice, and Lewis M. Terman.

These revisions are briefly mentioned. Those of Lewis M. Terman, a professor of Stanford University, are discussed in great detail. The lewis M. Terman revisions are populerly known as Stanford Revisions, as Terman was the Professor of Stanford University. The first revision took placd in 1916 and subsequently the Binet-Simon Intelligence Scale was revised in 1937 and in 1960. The various features of these revisions are explained.

SOCIOLOGY

56. SIDDIQUI, Ali Ausat. Iskool Aur Ma'ashra (School and Community) --- Ta'aleemi Tanzeem, 209-214. Karachi, Maktabae Faridi. 1975 (U).

School is not a place merely for imparting some facts and figures, and education is not confined to the four walls of

the classroom. Today education has acquired a broader meaning. It prepares the students for their comming struggle in life. It is, in fact, training in social life. It is the means of producing better citizens. Today school is a part of society, and the central place in this society is occupied by the student and the scheme of his education.

School has not become the first step in entering the society. It is the duty of the school personnel to have close liaison with different sections of the society. They should have close contact with the parents of the students who are equally interested in the well being of their children. There should be a parents' day every year when all parents should gather and see for themselves the progress of their wards. There should also exist parent-teacher relationship which is most useful in solving the problems of the students. Parents should also see to it that homework is regularly done by their children, and the school should regularly send the progress report of every student to his parents.

SPECIAL EDUCATION

57. Bureau of Education. Special Education --- In: Educational Statistics for Punjab for 1972-73, 47-47. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau covers the facilities of special education provided in the Punjab province of Pakistan.

The table gives the statistics on special institutions for handicapped children. There are 24 institutions of special education in the 12 districts of the Punjab, in addition to one training college for teaching the deaf. The total number of students in different special institutions comes to 1041, out of which 104 are blind, 853 are deaf and dumb, and 84 are otherwise handicapped. The number of teachers is 146 in the various schools.

STUDENTS' PROBLEMS

58. HASHMI, Khalid Mahmood. Talaba Ki Nakami Ka Zimmedar Kaun? (Who is Responsible for the Failure of Students?) --- Musawaat (Lahore). March 2, 1975 (U).

Most of the students these days do not take their studies seriously. The reason is not far to seek. It is the

extra-curricular activities of the college and university that attract them. They are deeply involved in one organization or another and pay little attention to their books and lessons. They do not pay respect even to their teachers who, in turn, take no interest in putting in their best. As a matter of fact, the students of today are not at all serious in the studies. They just want a degree, and for the sake of it they are prepared to play the foulest of tricks in the examinations. Teachers too have their share of responsibility for this state of affairs. They either do not attend the class, or when they do so, they bother little to teach these students. When the date of examination approaches, they encourage the students to turn to guess papers for help.

59. HUSAIN, Faqir. Student Federation --- Khybar Mail (Peshawar) January 30, 1975.

Universities throughout our country are teeming with student Federations. The regional and semi-regional organizations are in addition. Some of these federations are very strong and well-organized. As a matter of fact, Student Federations in our country are primarily constituted to find a just and equitable solution to the problems faced by the students, and their secondary functions are to arrange debates and seminars and to train the students for their future responsibilities. Thus, federations are part and parcel of our academic system. Let us look at the brutal realities behind this beauteous facade. Almost every student federation is affiliated with one political party or another. Every such federation is organized, financed, and supported by its respective political patrons. This practice has brought in its wake, the curse of "political corruption" among the students and introduced active politics into the university campuses. It is high time something was done to guard the sanctity of campuses.

TEACHER EDUCATION

60. ASHRAF (Mrs.) A. Refresher Course --- Nawai Waqt (Lahore) March 22, 1975 (U).

There can be no two opinions about the utility of refresher courses for teachers, whether in schools, colleges or universities. These courses are regularly held in almost all educational institutions of the developed countries. The teachers learn the latest and modern techniques and methods of teaching through these courses. In a country like Pakistan nobody would object to it, because here majority of teachers

have little basic knowledge, and run after private degrees and private training. Such training no doubt earns them precious degrees, but offers them no opportunities of practical observations and experiment, which are so esstential for a teacher. What is needed now is to arrange regular refresher courses for the teachers, so that they may carry on in-depth study of their subjects and be able to do justice to their profession.

61. Bureau of Education. Teachers Training --- In: Educational Statistics for Punjab for 1972-73, 44-46. Lahore, Bureau of Education. December, 1974.

The statistical report compiled by the Bureau covers information about teacher-training facilities in the Punjab province of Pakistan.

There are three tables showing: 1) the number of enrolment of teacher-training institutions; 2) statistics on primary school teacher training for boys; and 3) statistics on primary schools teacher training for girls. The first table shows the number and type of instituions having teacher-training facilities, along with the enrolment details. The second and third tables give by district and location information about the schools for teacher-training along with the information of enrolment and teaching staff in different schools.

62. SULTANA, Zakia. Asateza Ki Tarbiyat Aur Uski Ahmiyat (Training of Teachers and its Importance) --- In: Qaumi Ta'aleem, 90-93. Karachi, Government College of Education. 1974 (U).

Teaching and learning is an age old process and is continuing from time immemorial. The importance of this process cannot be overemphasized. The teacher, who is the main factor in this process, has accepted the responsibility of imparting knowledge as a profession.

Teaching is a profession, and a teacher is supposed to know the professional niceties of his job. This acquiring of professional knowledge is called teacher training. As a matter of fact, training is required in every profession, but in teaching it is a must. This training is not confined to the use of chalk and black-board. A teacher should be well versed in educational philosophy, educational psychology, methods of teaching, lesson preparation, curriculum requirements, etc. The writer briefly discusses the various requirements of teacher training.

TEACHERS

63. ALAM, Mujib. Teachers' Grievances --- Daily News (Karachi) February 3, 1975.

Four or five months have passed since the college teachers holding Master's degree in third division were condoned and declared at par with the second divisioners. Nothing seems to have been done in the matter since. In the meantime, the teachers concerned are suffering in-as-much as they have to work under those who are not their seniors and have to draw the same pay that they were drawing three years ago when the colleges were nationalized.

64. KHAN, Mohammed Azim. Our Education & Teachers --- Khybar Mail (Peshawar) January 9, 1975.

A teacher is not simply one who teaches how to read and write. He is an educator. There are opportunities for both the teachers and students to join in bringing about creative changes in our individual and national lives. There should, however, be no element of compulsion in our social and educational progress. The problem of educational priorities is hardly a new one, nor has it been confined to any specific nation or areas.

In every country the cost of education is high and will become still higher as more and more citizen seek after educational opportunities. The cost of education in Pakistan is daily rising as the standard of life is improving. The greatest task before the teacher in every nation is to decide what studies should be included in the curricula. Our teachers must decide on a set of curricula that suits our national genius.

65. RASHID, Shaheen. Asateza Aur Ta'aleemi Meaar (Teachers and Education Standard) --- Mashriq (Karachi) February 11, 1975 (U).

When the government came out with the announcement of nationalization of all schools, the parents as well as the students were filled with joy and hoped that the standard of education would improve and teachers would devote more time and care to the students. But that was not to be. The standard of education continued falling, and at present the teachers seem to be in no mood to change their ways. Strangely enough

since the day education was declared free up to matric, teachers have become more indifferent to their duties. The most unfortunate aspect of the situation is that the teachers themselves leak out question papers to the students and promote them to higher classes. It remains to be seen how the standard of education could improve in these circumstances. The government and the authorities directly concerned with the matter should look into this state of affairs and do something to put matters right.

66. SHAKEEL, Sarwari. Meaar-e-Ta'aleem Aur Asateza (Education Standard and Teachers) --- In: Qaumi Ta'aleem, 94-95. Karachi, Government College of Education. 1974 (U).

It is common complain that the standard of education is constantly falling. Memorization is the order of the day, and real ability is at a discount with the students. Although the number of subjects is large and the volume of books prescribed is heavy, the acquired knowledge is comparatively little.

Parents hold teachers responsible for the poor standard of education, and complain of their lack of attention to their duties. This lack of proper attention to individual students and use of non-effective methods of teaching is, of course, a genuine complaint. But teachers alone are not responsible for all the ills. In spite of great hardships, majority of them are working with zeal and real passion. The need of the day is to redress the grievances of teachers, so that they could give full attention to their job. The system of education also requires some overhauling. A set of proposals is presented for improving the present standard of education.

TEACHING METHODS AND MEDIA

67. ADIB, Syed Nazhar Ali. Hamarey Talaba Mein Izhar Ki Quwwat (Expression Power in our Students) --- Nawai Waqt (Lahore) March 1, 1975 (U).

Right since the dawn of independence, a number of educational commissions were set up to suggest ways for the improvement of educational standard in the country. But the results were nil. The number of failures is multiplying year by year, and a sense of frustration is growing among the students.

One of the root causes of failures is that nothing has so far been done to improve the power of expression of the students. Majority of students are unable to put their ideas on paper in

correct and coherent language in the examination hall. They just reproduce what they have already memorized either from the textbooks or from the solved papers. Unless exclusive attention is paid to this side of teaching, the standard of our students cannot improve. Mere setting up of committees and commissions will not do the trick. Serious thought should be given to the question of creating interest among the students for the improvement of language and power of expression.

68. ANWAR, Manzoor. Ingraizi Zariyae Ta'aleem (English - Medium of Instruction) --- Hurriyat (Karachi) March 12, 1975 (U).

Twenty-eight years of independence have passed, and English still continues to be the medium of instruction in our educational institutions. Unfortunately, Urdu has not been given its proper place, although Quaid-e-Azam, Mohammad Ali Jinnah, had declared unequivocally that Urdu and Urdu alone would be the national language of Pakistan. It is hard to understand why we are sticking to English. May be we believe that no progress can be achieved without it? Then the question arises how other countries of Asia and Africa, particularly China and Japan, have developed so fast with the help of their own national languages. We should do away with English as early as possible. It is most unfortunate that we cannot get any private or government service without possessing considerable knowledge of English. The Public Service Commission, which holds competitive examinations, prepares question papers in English and the candidates are required to answer in the same language. The result is that the candidates who have passed their M.A. or M.Sc. examinations through the medium of Urdu, have no chance of participating in the examinations on equal terms with those whose medium of instruction is English.

69. AWAN, Mohammed Amir. English or Urdu --- Pakistan Times (Lahore) February 9, 1975.

The double challenge for us today is to impart purposeful education and to endeavour earnestly to impart quality to that purposeful education. The ideal before us is to produce educated, enlightened, dedicated Pakistanis and no mere educated rootless aliens.

The antagonists ofthe English language can convincingly plead that the importance of Urdu language as one of the alternate international media of communication has been accepted by

several foreign countries. Programs in Urdu language are daily broadcast by their national communication networks. Thus the Urdu language, along with other modern languages of the world, has become one of the vital links, mentally uniting the people of the world. Now it can be said safely that the English language has done more harm than good to us. What we urgently need is to explore our thought and philosophy buried in our ancestral treasures lying in the India Office Library in U.K., and to re-equip ourselves with the symbols of our national identity, language being the most important of all. English should be replaced by our national language, Urdu in all educational institutions of the country.

70. HAQ, Shaikh Anwarul. Urdu Ya English (Urdu or English) --- Nawai Waqt (Lahore) March 30, 1975 (U).

There are three opinions about the question of retention of English as the medium of instruction in our country. (1) We cannot do without English, because without it we can neither acquire higher education, nor carry on our administrative and commercial work. English has to be retained at all costs. (2) Some feel that English should be eliminated from our educational and social life without loss of time. They call it a legacy of our days of slavery. (3) We should derive what benefit we can from English without harming our ideology and social identity.

The last course is the best ccourse. The sanctity now attached to English in every walk of life should definitely end, and its unnecessary use should immediately stop.

We can, of course, use English for three purposes: 1) for higher scientific knowledge and other faculties; 2) for travel and service in foreign countries; and 3) for commercial and diplomatic purposes. The students who want to continue their education in English can take it up as an optional subject at the university level. But for others English should not be made compulsory subject of study.

71. HASAN, Mughisul. Nizam-e-Ta'aleem Mein Doamali Kay Manfi Asarat (Negative Effects of Duality in Education System) --- Nawai Waqt (Lahore) February 16, 1975 (U).

There is no denying the fact that national language plays a very important role in shaping national character. The tragedy in Pakistan is that English continues to be the compulsory part of our syllabus. When a student of science

reads his textbooks in English, he misses half of the lesson because simply he cannot understand it. And when he tries to answer his paper in English, he cannot express even half of what he has understood. To teach in a foreign language is to waste time, money, and energy.

The importance of national language for teaching purposes is a fact that cannot be denied. There are two types of schools in our country: those with English as the medium of instruction, and those with Urdu. The students coming from the first type to colleges or universities, do not experience any problem. But those who have chosen Urdu as their medium, have to suffer for their choice.

72. MANZOOR, Anwar. Ingraizi Ki Baladasti Kab Khatum Hogi (When will End the Domination of English Language) --- Nawai Waqt (Lahore) March 9, 1975 (U).

Twenty eight years have passed since the birth of Pakistan, but English is still going strong in our country. Our national language has been denied its rightful place. English is, of course, an international language, and it can be allowed to continue as an optional subject. There are countries where teaching at all stages is done in the national languages. China and Japan in the East are the two countries where all subjects, including science, engineering and medical, are taught in their respective national languages. It cannot be admitted that Urdu lacks basically the qualities of medium of instruction for science, engineering and medical subjects. We do have books in these subjects, and other important books can be translated into Urdu from English. Let us try and see the result.

TECHNICAL EDUCATION

73. Bureau of Education. Technical Education --- In: Educational Statistics for Punjab for 1972-73, 40-43, Lahore, Bureau of Education, December, 1974.

The statistical report compiled by the Bureau covers information about technical education in the Punjab province of Pakistan.

There are four tables showing: 1) statistics on polytechnics; 2) enrolment by technology; 3) statistics on commercial institutes; and 4) statistics of vocational institutions. In the first table statistics are given under the headings:

divisions, polytechnics situated at district, control, admission in Ist year, enrolment, teaching staff, and number of boarders. The technologies mentioned in the second table include air conditioning and refrigeration, architecture, drafting and designing, radio electronics and television, etc. In the third table information is given under the heads: division, district and location, control, admission, enrolment, teaching staff, and boarders. The fourth table shows location/district, schools for girls, and schools for boys.

74. KARIM, Fazal. Funni Ta'aleem (Technical Education) --- Mashriq (Karachi) January 15, 1975 (U).

If the subjects of science and arts are to be taught separatelyin our schools and colleges, there can be no objection to admitting arts students to polytechnic institutions. Mathematics and drawing, which are compulsory for engineering and technology, can also be made compulsory for arts students. In this age of science and technology, every student, whether of science or arts, must have the basic knowledge of science and technology. The problem of the extension of technical education can be solved by opening technical departments in schools and inter colleges. This would enable majority of students to turn to technical courses rather than wasting their time in aimless education. The government has already taken steps to encourage and popularize scientific and technical education in the country. It is hoped that it would persevere in its efforts.

TEXTBOOKS

75. AHMED, Salman. Nai Nisabi Kitabein (New Textbooks) -- Imroz (Lahore) January 22, 1975 (U).

New books on Urdu, arithmetic, science, and social sciences have been prepared this year for classes III and IV by the Punjab Text Book Board. The Board has given the assurance that the books would be available in the market on time. The Board has also said that efforts are being made to impart more scientific knowledge to students and to create interest for research in them. So far so good, but experience shows that till now students have been kept ignorant of their surroundings and environment. For instance, 80% population lives in villages, but the contents of most of our book are limited only to the city life. Our economy is agricultural but our books have very little to say about this subject. The

majority of the country's population belongs to the labor class but its life is not reflected in the textbooks. It is hoped that the new textbooks that are to be provided to the students will not only contain modern and scientific knowledge, but also cover cultural, social, and historical aspects of our national life.

76. ARIFI, Arif Mohammed. Nisabi Kutub Ki Kamyabi (Shortage of Textbooks) --- Nawai Waqt (Lahore) February 22, 1975 (U).

The dearth of textbooks is not a new problem for the students. The availability of textbooks has become a great problem for the students, and they have to wait for the new editions of these books for months on end. If at last the books appear in the market, their prices are found to be beyond the means of an average family.

It is unfortunate that while on the one hand the government seems to be determined to eliminate the curse of illiteracy by 1980, on the other hand, it shuts its eyes from the problems of the students. A large number of books of engineering are unavailable in the market. Only a few students could benefit from the books that are available in the university library. This is a question that clamours for solution.

77. ASIF, Khwaja Salim Raza. Nisabi Kutub Per Nazarsani Ki Zarurat (Textbooks Need Review) --- Imroz (Lahore) January 3, 1976 (U).

It is unfortunate that the working of our educational department has not been improved. Twenty-eight years have passed since the establishment of Pakistan, and even to this day the textbooks that our young boys and girls have to read are bristling with mistakes as ever. Nor has the education department taken any pains to make the textbooks presentable and attractive.

The textbooks are not only full of grammatical mistakes, but also abound with twisted accounts of events and incidents. Not long ago, the Sind Provincial Assembly brought to light some glaring mistakes in the textbooks. A committee was appointed to review all the textbooks. This is all to the good and in Punjab also a similar committee should be appointed to purge the textbooks of all errors.

WOMEN'S EDUCATION

78. GILANI, Abdullah. Khwateen University Ka Qiyam (Establishment of Women's University) --- Akhbar-e-Khwateen (Karachi) December 28 to January 3, 1975 (U).

Nearly two thousand female students are being trained in home economics, fine arts, and other studies in the University of Tehran. In Pakistan, no such facilities exist for women students. It may be recalled that a countrywide movement was launched in 1966 in support of this demand. But the Government did nothing on the ground that the scheme involved heavy expenditure and was not practicable.

If the College of Home Economics at Karachi and the College of Home Economics and Social Sciences at Lahore are raised to the status of University, the government would not face any difficulty. This is popular demand, and the Government should pay heed to it. As in Britain, the United States, the Soviet Union, and the Philippines, a University for Women is functioning in India too. It is unfortunate that no such university exists in Pakistan.

79. KHAN, Abdus Salam. Khawateen University Ka Qiyam (Establishment of Women University) --- Akhbar-e-Khwateen (Karachi) January 18-24, 1976 (U).

The demand for the establishment of a Women's University in the country is universal and long standing. A countrywide movement was launched for this purpose nine or ten years ago. The sooner this demand is met, the better it would be for the intellectual and mental growth of our sisters and daughters. Since the People's Government is eager to solve all the problems facing the country, it is hoped that, it would spare no efforts to establish a women's university each in Karachi and Lahore as early as possible.

80. PEERZADA, Altaf. Rawalpindi Division Mein Khwateen Ki Ta'aleem (Female Education in Rawalpindi Division) --- Musawaat (Lahore) February 2, 1975 (U).

During the last three years, 315 primary schools were opened for girls in Rawalpindi as against 166 primary schools for boys. More attention is also being paid to higher education for girls. At the moment there are six Intermediate colleges and six Degree colleges for girls.

Home Economics has been introduced for girls in Middle and High Schools in the Rawalpindi Division, and agricultural and industrial subjects have been introduced in school syllabus for boys. Vocational Schools for girls in Rawalpindi, Gujrat, and Jhelum have been given the status of Vocational Institutes. A medical college has also been established in Rawalpindi Division.

GENERAL

81. HAIDER, Masood. Who Spoiled Our Youth --- Morning News (Karachi) January 11, 1975.

One of the main reasons of the weakening of teachers' authority over their pupils, was the general trend of commercialization in the educational institutions, which has been stemmed by the nationalization of the institutions. It should, however, be taken into account that while some individuals who had been exploiting education for making money have been eliminated, mentality that has already been created still remains. There are several examples of teachers who just do not bother to go beyond the syllabus. They show no human feelings or consideration for the pupils and deal with them like robots, which have no feelings or emotions. The parent-teacher contact, if utilized properly, can help in establishing more human and rational relationship between the teachers, the students, and the parents. The relationship will not only help the new generation in becoming more aware of its responsibility, but will also give them a sense of belonging and faith in their elders.

82. REHMAN, Naeem Fazlur. Sarsari Mutala Aik Fun (Skimming An Art) --- In: Qaumi Ta'aleem, 96 & 104. Karachi, Government College of Education. 1974 (U).

Fast cursory reading is called skimming. In skimming we do not worry about the complete meaning of the text, but look only for important points. Newspaper reading is the most common example of skimming. Proper use of skimming is necessary for a student who has to read a lot.

Before seriously starting skimming we should first learn to differentiate between good and bad skimming, and then practise purposeful skimming. We should be clear in our mind as to what type of information we actually require. This will

help us in sifting the right type of information without wasting time. The headlines, indices, contents, charts, graphs, and abstracts of the material are very useful sources of information for the purposes of skimming.

83. SIDDIQI, Ali Ausat. Iskool Susaitees(School Societies) --- In: Ta'aleemi Tanzeem, 119-124. Karachi, Maktabae Faridi. 1975 (U).

Every school has so many societies. These societies help create social consciousness among students and make them useful citizens. From the educational point of view, these societies play a very important role in developing a healthy personality of the student. It is the duty of every school management to see to it that the different school societies are working on proper lines and fulfiling the objectives for which they have been organized. It is also suggested that every school society should be supervised by a responsible school teacher.

The most important society in any school is the education society which is sometimes called the students union. Various duties and responsibilities of the education society are briefly mentioned. Apart from education society, there are many others like the Red Cross society, cooperative society, society for educational outings, etc.

ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION
(Special Section)

84. ABIDIN, Zainul. Nationalized School Policy --- The Star (Karachi) January 31, 1975.

The way in which the affairs of the headmasters and headmistresses of nationalized secondary schools of Karachi are being handled is highly disappointing. Even the promises held out by the authors of nationalization scheme in the beginning are not being honored now. It is most unfortunate that the peaceful atmosphere of the schools is being spoiled by the higher-ups of the Education Department for reasons of their own. The orders of demotion of the teachers must be withdrawn as early as possible.

85. BALOCH, Ghulam Hasan Khan. What of School Teachers? --- Khybar Mail March 14, 1975.

Even to this day, the NWFP remains deprived of the benefits of the new Education Policy. While much has been done in

connection with this policy in other provinces, no decision seems to have been taken whether the new education policy would be enforced in the NWFP. The situation is indeed surprizing.

For the sake of effective supervision over educational institutions, divisional directorates on the pattern of Sind and the Punjab should be set up right from the ensuing academic session. The NWFP Government have on more than one occasion given a solmen pledge to the Head Masters/ Teachers Associations that the same grades and pay-scales would be insroduced here as have been provided in Sind and the Punjab. Now it is time to remove the disparity between Sind and NWFP in this matter.

86. FAROOQI, M.A. Teaching Assistants --- Sun (Karachi) January 17, 1975.

The National Development Volunteers Program had been launched with a view to recruting the unemployed educated and skilled labor in national reconstruction. The young force of the country had responded to the call for voluntary work in the hope that they would not only be given a chance to work in a clean and constructive atmosphere, but also be provided opportunities for eventual absorption in the regular cader of services. These volunteers have been generally subjected to discriminative treatment at the hands of their collegues in regular services. The teaching Assistants particularly have been hard hit by thid discrimination and indifference.

The authorities concerned are requested to consider the following points in respect of Teaching Assistants: 1) Most of the Teaching Assistants not only have excellent academic records to their credit but also are serving their educational institutions. 2) At present they have nothing to look forward to in the shape of a secure job. They can neither claim seniority nor the various facilities enjoyed by a confirmed lecturer. 3) Although the Teaching Assistants are supposed to help the lecturers, they have been assigned duties of a full-fledged lecturer. 4) In spite of their hard work and competence, the Teaching Assistants are treated as "outcasts" by the regular lecturers. The authorities concerned should take immediate steps to absorb the Teaching Assistants in the regular lecturer cader.

87. HAIDER, Syed Aale. Ta'aleemi Tanzeem (Educational Administration) --- In: Qaumi Ta'aleem, 97-104. Karachi, Government College of Education. 1974 (U).

The principles of educational administration are determined in the light of the country's political structure and the prevalent educational ideas. We can thus divide educational administration into autocratic administration and democratic administration. The characteristics of both these administrations are briefly mentioned, and it is pointed out that the new education policy of Pakistan emphasizes the need of democratic educational administration in the country.

The salient features of good educational administration are briefly mentioned, and it is pointed out that without these qualities the educational setup will not achieve the desired goals. It is also noted at the end that a comparative study of educational administrations of different countries will be very helpful for educational planners.

88. HASHMI, Khalid Mahmood. Jabri Tuition (Forced Tuition) --- Musawaat (Lahore) January 26, 1975 (U).

It is highly objectionable that the teachers of Primary, Middle, and Secondary schools are compelling the students for private tuition. After the declaration by the government that education would be free upto Matric, the poor parents felt happy that they would be relieved of the burden of tuition fee of their children. But the forced private tuition by the teachers after school hours has put an end to their happiness. If this practice of private tuition is not stopped, all the efforts of the government to bring education within the reach of the masses would prove fruitless. The students complain that the teachers bluntly tell them that if at all they want to get through the examinations, they must engage them for private tuition. This is a real source of worry for the parents who cannot afford to pay the tuition fee. It has also been observed that anyone who refuses to engage a teacher for private tuition, fails in the examination. The authorities concerned should take necessary steps to stop this highhandedness and save the parents from unjustified financial burden.

89. IRSHAD, Mohammed. Mashriqi Uloom Kay Asatoza (Teachers of Oriental Studies) --- Musawaat (Lahore) January 6, 1975 (U).

It is a great tragedy that even after independence, the Arabic, Persian, and Urdu teachers could not get the pay and

status they deserved. When the present Government came to power in December 1971, it was hoped that the teachers of Oriental Studies would also be given their right place. This hope was further strengthened when Urdu was declared the State language of the country and the teaching of Arabic, Persian and Islamiat became the legal responsibility of the Government. But practically no step was taken for the fulfilment of this hope. Even today, oriental studies and the teachers of this subject are suffering from the same old official negligence. It is sheer jnjustice that the High School teachers of Urdu, Persian, Arabic, and Islamiat have been awarded scale No. 6, but S.E.T. teachers have been given scale No. 14. This discrimination should end as early as possible.

90. KHAN, Ali Ahmed. Seniority List --- Dawn (Karachi) January 31, 1975.

Many teachers are dissatisfied with the seniority list released by the Government, because their past services have been ignored for the purposes of promotion. These B.Eds who were teaching primary clases before nationlization and drawing the pay of trained graduates, have not been excluded from the list, simply because they had no experience of teaching secondary classes. The way in which the present seniority list has been prepared is most unsatisfactory. If seniority is to be determined from the date of passing B.Ed., then all the teachers, whether teaching in pr8mary schools or in secondary classes, should be included in the list, and their seniority be counted from the date of passing the B.Ed. examination. By ignoring those who were teaching primary classes, framers of the seniority list have deprived a great majority of B.Ed. teachers of all chances of promotion. It is, therefore, suggested that the present seniority list be scrapped and a fresh one be prepared that should include the names of all B.Eds. who were in continuous service before nationalization.

91. MUNSHI, K.M. Demotion of Heads of Schools --- Daily News (Karachi) January 27, 1975.

There is no mention anywhere in the Education Policy of 1972-1980 that the Heads will in future be demoted. On the contrary, it is categorically stated in the Policy that "such staff in privately managed schools and colleges as is not fully qualified will be given opportunity to attain the

requisite qualifications within a reasonable period of time. "Why a reasonable period of time was to be given to those not fully qualified if they were to be demoted? The Provincial Minister for Education has stated that "the Government has rectified a wrong perpetuated by the former owners of private schools on senior and deserving teachers. Injustice has been replaced by justice."" Has the Education Department ever took the trouble of finding out in which schools injustice was done to the senior teachers and why? If the Department was really concerned about education, it should have conducted investigations in the schools. There were only 223 schools to be visited for this prupose.

92. SIDDIQI, Ali Ausat. Dakhla, Jama'at Bandi Aur Taraqqi (Admission, Classification and Promotion) --- In: Ta'aleemi Tanzeem, 84-100. Karachi, Maktabae Faridi. 1975 (U).

The problem of admission in schools is growing acuter day by day. Even the nationalization of education has failed to solve this problem. It has become an yearly routine for the parents to run from pillar to post as the season of admission begins and compel the heads of institutions by fair means or foul to grant admission to their children. This situation can be met only by opening new schools where the facilities of schooling are absent. The writer describes the admission procedures and problems in primary and secondary schools.

There is also a discussion of classification in schools under the headings: 1) meaning of classification; 2) history of classification; 3) merits of classification; 4) limitations of classification; and 5) principles of classification. At the end the writer refers to promotion by class in schools as practised in Pakistan.

93. SIDDIQI, Ali Ausat. Iskool Kay Masail (Problems of the School) --- In: Ta'aleemi Tanzeem, 125-164. Karachi, Maktabae Faridi. 1975 (U).

School is a society in minature where the young generation is nurtured. There are many types of students in a school and to discipline them is a big job. There are the problems of proper arrangements for teaching, provision of school furniture and fitting, arrangements of seats in classes, etc.

The writer has discussed various problems a school faces under the headings: 1) discipline; 2) overcrowding in

classes; 3) equipment; and 4) furniture and building. Under discipline the writer has discussed the meaning of discipline, kinds of discipline and theories of punishment and reward. In connection with the problem of overcrowding in classes, the writer has given some suggestions and solutions. The writer has discussed in some detail the question of equipment, furniture, and buildings.

94. SIDDIQI, Ali Ausat. Iskool Ki Maliyaat (School Finance) --- In: Ta'aleemi Tanzeem, 175-179. Karachi, Maktabae Faridi. 1975 (U).

Under the new education policy the government nationalized all private instituions except a few. All finances for running the schools are now met by the government. Under the new policy, education is free up to secondary classes, and tuition fees are no more a source of income for schools.

Before nationalization there were two types of schools, government and private. Government schools were run by provincial governments. No fee was charged for primary education, but students had to pay regular fees in secondary classes. Apart from this, the students were required to pay some money toward boys funds and fine for irregularities. Private schools were partly financed by government and partly by the institutions themselves out of their income through tuition fees and similar charges.

95. SIDDIQI, Ali Ausat. Iskool Rekard (School Record) --- In: Ta'aleemi Tanzeem, 180-190. Karachi, Maktabae Faridi. 1975 (U).

A Headmaster is responsible for the smooth running of his school and for this purpose he has to keep authentic records of all the activities of the school. Hence the need for registers, without whom no schools can work and no teaching can proceed. These registers maintain a complete, up to date picture of the students, teachers, management, and other related matters of the school.

These registers keep all sorts of school record, the most important of their being: 1) pupils attendance registers; 2) admission and withdrawal register; 3) acquittance roll; 4) log book; 5) statistical register; 6) school property register; 7) library register; 8) correspondence register; 9) examination register; 10) file of time tables; 11) punishment register; 12) cash book; and 13) pupils funds register.

96. SIDDIQI, Ali Ausat. Pakistan Mein Tanzeem-e-Madrasa (School Organization in Pakistan) --- In: Ta'aleemi Tanzeem, 164-174. Karachi, Maktabae Faridi. 1975 (U).

The process of educational organization is discussed and explained briefly. In Pakistan educational organization is looked after by the central education ministry and by the provincial education ministries. Central education ministry, headed by a minister and run by education secretary and his staff, is responsible for the education of the whole country. This ministry sets the aims and objectives to be achieved through education, and supervises general development of education. The provincial education ministries are responsible for the details of educational organization in their respective regions.

There is a discussion about the stages of education, which include primary stage, secondary stage, and higher stage. Special mention is made of technical and professional institutes, agriculture colleges, engineering institutions, law colleges, medical colleges, teacher training colleges and colleges of home economics.

97. SIDDIQI, Ali Ausat. Ta'aleemi Nazm-o-Nasq (Educational Administration) --- In: Ta'aleemi Tanzeem, 23-35. Karachi, Maktabae Faridi. 1975 (U).

The meaning of educational administration is briefly explained and its importance in the context of educational process is pointed out.

The writer discusses the various aspects of educational administration under the headings: 1) aims; 2) types of administration; 3) general administrative setup in Pakistan; and 4) provincial administrative setup of Sind.

The aims of administration are linked with the aims of education. A successful administrative setup of education is that which achieves the desired goals of education. The two types of administration are centralized administration and decentralized administration. The nature of both administrations is discussed in some detail. While discussing the general educational administration of Pakistan, the writer has briefly mentioned the scope and nature of educational administration so far as it relates to the federal ministry. The education machinery of Sind is discussed under the provincial administrative setup.

98. SIDDIQI, Ali Ausat. Tanzeem-o-Madrasa (School Administration) --- In: Ta'aleemi Tanzeem, 36-46. Karachi, Maktabae Faridi. 1975 (U).

Organization is essential in the field of education as in any other department of life. Good school organization is the first step in the acquisition of knowledge and its higher aims. Without organization, school education ia a mess that leads nowhere.

The important aspects of school organization discussed here include the formation of ideas, school authority, and trained teachers. The fundamental constituents of school organization are: 1) administration; 2) educational activities; and 3) instruction to students. These constituents of school organization are explained at some length. In the end the writer briefly mentions the fundamental principles of school organization, which are: 1) comprehensiveness; 2) economy; 3) cooperation; and 4) change with the time and need.

99. SIDDIQI, Ali Ausat. Waqt Nama (Time Table) --- In: Ta'aleemi Tanzeem, 191-208. Karachi, Maktabae Faridi. 1975 (U).

Proper utilization of time is the essence of any job and this is no less true in the case of teaching and learning. Proper planning of time is a must in schools, without which the whole process of education will be simply a muddle of unrelated activities. School time table determines the time for curricular and co-curricular activities and shows when and in how much time each activity is to be performed.

The writer has discussed in some detail the various aspects of time table under the headings: 1) importance of time table; 2) details of time table; 3) advantages of time table; 4) principles of time table construction; 5) time tables by class and teacher, and teacher-wise time table; and 6) time table by subject, class and teacher.

100. SIDDIQI, Ali Ausat. Zabt Aur Nigrani (Control and Supervision) --- In: Ta'aleemi Tanzeem, 47-70. Karachi, Maktabae Faridi. 1975 (U).

Control and supervision play an important part in maintaining genial educational atmosphere in schools. The responsibility for the maintenance of proper control and supervision in the classes chiefly rests on the headmaster. He is the captain

of the ship, and it is he who makes the school good or bad. Personal characteristics of a good headmaster include good manners, insight, administrative ability, kind heartedness, academic proficiency, perseverence, interest in work, and self-confidence. His duties include general administration, supervision, arrangement for examinations, guidance, and general public relationing.

Next in importance is the role of teacher. In this field his salient features are attractive personality, academic competency and professional skill, interest in co-curricular activities, good health, good voice, honestry and sincerety, leadership, and dignity of profession. At the end the writer discusses the subject of inspection and the characteristics of a good inspector.

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